



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 11971473
SAU: MSAD 03
School: Troy Central School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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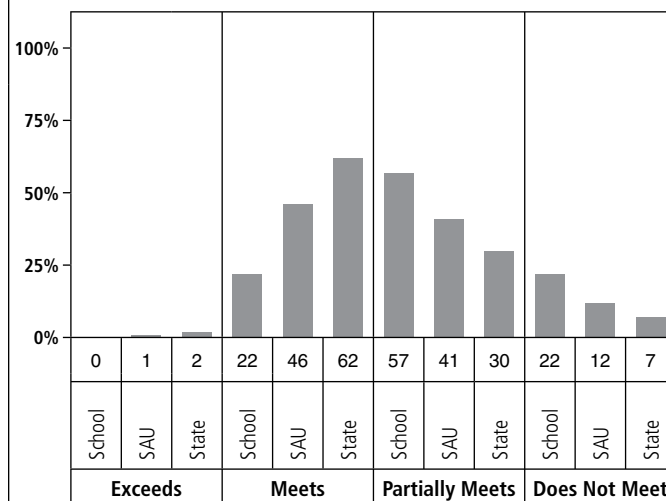
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Troy Central School

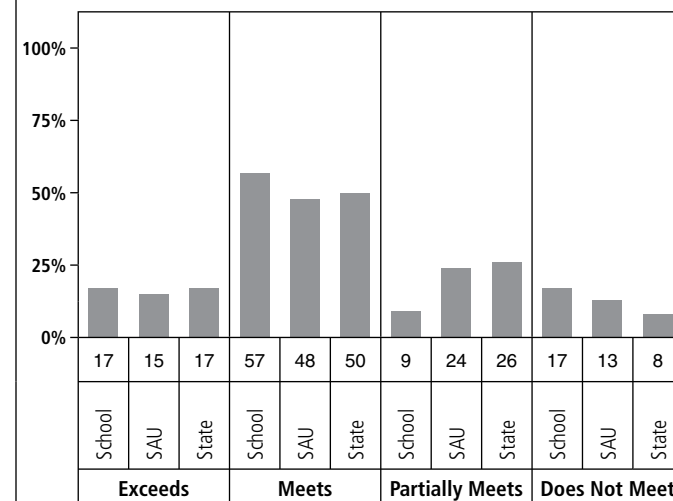
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	340	341	345
2006–2007	344	345	345
2007–2008	336	341	344
Cum. Avg. *	339	342	345
Mathematics			
2005–2006	341	342	344
2006–2007	346	347	347
2007–2008	345	345	347
Cum. Avg. *	344	345	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 03
 School: Troy Central School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	23	100	118	100	13803	100	23	100	117	99	13714	99	23	100	116	98	13710	99												
Ethnicity African American/Black	1	4	1	1	399	3	1	100	1	100	391	98	1	100	1	100	392	98												
American Indian or Native Alaskan	1	4	1	1	116	1	1	100	1	100	114	99	1	100	1	100	114	99												
Asian or Pacific Islander	0	0	0	0	210	2	0	0	0	0	205	98	0	0	0	0	206	98												
Hispanic	0	0	0	0	162	1	0	0	0	0	158	98	0	0	0	0	159	98												
Caucasian/White	21	91	116	98	12916	94	21	100	115	99	12846	100	21	100	114	98	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	2	9	14	12	2358	17	2	100	13	93	2333	99	2	100	13	93	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	15	65	78	66	5584	40	15	100	78	100	5535	99	15	100	77	99	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	20	87	91	77	10650	77	20	87	96	81	10678	77												
Identified disability (PET/IEP)	1	5	6	7	475	4	1	5	6	6	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	0	0	1	1	83	1	0	0	1	1	85	1												
Participation with accommodations	3	13	24	20	2936	21	3	13	18	15	2911	21												
Identified disability (PET/IEP)	1	33	5	21	1735	59	1	33	5	28	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	2	67	19	79	986	34	2	67	13	72	958	33												
Participation through alternate assessment (PAAP)	0	0	2	2	123	1	0	0	2	2	121	1												
Identified disability (PET/IEP)	0	0	2	100	123	100	0	0	2	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	1	1	80	1	0	0	2	2	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Troy Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	1	1	352	3
	2006-2007	0	0	5	5	332	2
	2007-2008	0	0	1	1	227	2
	Cum. Total*	0	0	7	2	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	7	44	49	49	8641	62
	2006-2007	5	56	61	59	8691	63
	2007-2008	5	22	53	46	8403	62
	Cum. Total*	17	35	163	51	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	7	44	35	35	3671	27
	2006-2007	3	33	29	28	3781	27
	2007-2008	13	57	47	41	4018	30
	Cum. Total*	23	48	111	35	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	2	13	16	16	1163	8
	2006-2007	1	11	8	8	1021	7
	2007-2008	5	22	14	12	938	7
	Cum. Total*	8	17	38	12	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	20.3	44.1	24.6	53.5	27.6	60.0
Literary Text	23	50	9.9	43.0	12.5	54.3	14.1	61.3
Informational Text	23	50	10.3	44.8	12.1	52.6	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Troy Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	0	0	5	22	13	57	5	22	336	115	1	46	41	12	341	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										1						384	1	42	39	18	339
American Indian or Native Alaskan	1										1						113	2	50	42	5	343
Asian or Pacific Islander	0										0						203	1	60	31	8	344
Hispanic	0										0						158	1	52	36	11	342
Caucasian/White	21	0	0	5	24	11	52	5	24	336	113	1	47	40	12	341	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	2										11	0	0	91	9	336	2210	0	32	48	20	338
No	21	0	0	5	24	11	52	5	24	336	104	1	51	36	13	342	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	23	0	0	5	22	13	57	5	22	336	115	1	46	41	12	341	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	15	0	0	1	7	10	67	4	27	334	76	1	41	45	13	341	5450	1	49	39	11	341
No	8	0	0	4	50	3	38	1	13	342	39	0	56	33	10	343	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	23	0	0	5	22	13	57	5	22	336	115	1	46	41	12	341	13581	2	62	30	7	344
Gender																						
Female	9	0	0	2	22	6	67	1	11	337	49	0	51	39	10	343	6567	3	65	27	5	345
Male	14	0	0	3	21	7	50	4	29	336	66	2	42	42	14	340	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	0	0	0	0	5	63	3	38	333	33	0	24	48	27	337	2004	0	37	49	14	339
No	15	0	0	5	33	8	53	2	13	338	82	1	55	38	6	343	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										4						125	11	87	2	0	355
No	23	0	0	5	22	13	57	5	22	336	111	1	44	42	13	341	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Troy Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	50	50	0	341	6	0	43	39	18	340
B. less than one hour	83	0	0	4	21	12	63	3	16	336	88	1	50	40	9	342	79	2	65	28	5	345
C. one to two hours	13	0	0	1	33	1	33	1	33	339	9	0	30	40	30	336	12	2	60	31	7	344
D. more than two hours	4	0	0	0	0	0	0	1	100	330	2	0	0	50	50	331	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	26	0	0	1	17	3	50	2	33	334	34	0	55	34	11	343	29	3	62	28	7	345
B. They match some of what I have learned.	39	0	0	3	33	5	56	1	11	340	36	3	48	40	10	342	48	2	67	27	4	345
C. They match just a little of what I have learned.	9	0	0	0	0	2	100	0	0	338	16	0	44	44	11	341	15	1	56	34	9	343
D. There is no match.	26	0	0	1	17	3	50	2	33	332	14	0	31	50	19	336	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	26	0	0	3	50	3	50	0	0	342	42	2	51	40	6	343	42	3	67	24	6	346
B. good	43	0	0	1	10	6	60	3	30	334	40	0	51	33	16	341	46	1	62	32	5	344
C. fair	26	0	0	1	17	4	67	1	17	335	14	0	31	63	6	340	10	0	48	42	10	341
D. poor	4	0	0	0	0	0	0	1	100	330	4	0	25	50	25	338	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	32	0	0	2	29	4	57	1	14	338	23	0	24	68	8	339	22	1	48	38	12	341
B. about the same as my regular schoolwork	45	0	0	1	10	7	70	2	20	334	52	2	59	28	12	343	57	2	68	26	4	346
C. easier than my regular schoolwork	23	0	0	1	20	2	40	2	40	334	25	0	39	46	14	340	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	29	0	0	1	17	4	67	1	17	338	24	0	15	69	15	337	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	38	0	0	0	0	6	75	2	25	332	45	0	63	29	8	343	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	33	0	0	3	43	2	29	2	29	337	32	3	49	34	14	342	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	13	0	0	0	0	1	33	2	67	331	18	5	35	40	20	341	19	3	65	27	6	346
B. 20 minutes to an hour	35	0	0	4	50	3	38	1	13	340	38	0	56	33	12	343	47	2	68	25	5	346
C. less than 20 minutes	39	0	0	0	0	8	89	1	11	335	30	0	41	56	3	341	19	1	56	35	8	343
D. I rarely read at home.	13	0	0	1	33	1	33	1	33	336	14	0	50	31	19	338	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	17	0	0	1	25	3	75	0	0	340	27	0	53	43	3	343	28	1	56	33	9	343
B. six to ten pages	43	0	0	2	20	6	60	2	20	338	24	0	44	41	15	341	23	1	63	29	7	344
C. eleven or more pages	39	0	0	2	22	4	44	3	33	333	50	2	45	39	14	341	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										30	0	0	100	0	337						
B.	0										30	0	67	0	33	342						
C.	0										20	0	50	0	50	341						
D.	0										20	0	0	100	0	335						

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Troy Central School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	0	0	6	6	1295	9
	2006-2007	1	11	15	15	1985	14
	2007-2008	4	17	17	15	2277	17
	Cum. Total*	5	10	38	12	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	8	50	45	45	6852	49
	2006-2007	5	56	55	53	6990	51
	2007-2008	13	57	55	48	6764	50
	Cum. Total*	26	54	155	49	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	7	44	37	37	4081	29
	2006-2007	2	22	24	23	3673	27
	2007-2008	2	9	27	24	3504	26
	Cum. Total*	11	23	88	28	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	1	6	13	13	1638	12
	2006-2007	1	11	9	9	1193	9
	2007-2008	4	17	15	13	1044	8
	Cum. Total*	6	13	37	12	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	8.8	58.7	8.8	58.7	9.2	61.3
Cluster 2: Shape and Size	14	29	8.7	62.1	9.5	67.9	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.2	64.0	3.0	60.0	3.2	64.0
Cluster 4: Patterns	14	29	9.4	67.1	9.1	65.0	9.0	64.3

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Troy Central School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	23	4	17	13	57	2	9	4	17	345	114	15	48	24	13	345	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										1						390	10	30	32	28	337
American Indian or Native Alaskan	1										1						113	7	45	38	10	342
Asian or Pacific Islander	0										0						204	18	48	25	9	347
Hispanic	0										0						159	6	50	31	13	342
Caucasian/White	21	3	14	12	57	2	10	4	19	344	112	14	48	24	13	345	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	2										11	9	27	36	27	334	2208	6	35	37	21	338
No	21	3	14	12	57	2	10	4	19	344	103	16	50	22	12	347	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	23	4	17	13	57	2	9	4	17	345	114	15	48	24	13	345	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	15	1	7	9	60	2	13	3	20	342	75	17	41	25	16	344	5452	9	45	33	12	343
No	8	3	38	4	50	0	0	1	13	350	39	10	62	21	8	348	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	23	4	17	13	57	2	9	4	17	345	114	15	48	24	13	345	13584	17	50	26	8	347
Gender																						
Female	9	1	11	7	78	1	11	0	0	346	49	18	51	18	12	346	6565	15	49	27	8	347
Male	14	3	21	6	43	1	7	4	29	344	65	12	46	28	14	345	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	8	1	13	3	38	1	13	3	38	337	32	9	28	41	22	338	2004	5	39	41	15	339
No	15	3	20	10	67	1	7	1	7	349	82	17	56	17	10	348	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										4						125	70	30	0	0	366
No	23	4	17	13	57	2	9	4	17	345	110	13	49	25	14	345	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 03
School: Troy Central School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	0										2	0	50	50	0	345	6	9	40	33	18	340
B. less than one hour	83	3	16	11	58	2	11	3	16	345	88	15	52	22	10	347	79	18	52	24	6	348
C. one to two hours	13	1	33	2	67	0	0	0	0	349	8	22	33	22	22	338	12	16	48	27	8	347
D. more than two hours	4	0	0	0	0	0	0	1	100	322	2	0	0	50	50	328	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	2	29	4	57	0	0	1	14	347	32	28	44	22	6	350	37	22	50	22	6	350
B. They match some of what I have learned.	35	1	13	6	75	1	13	0	0	346	47	12	56	19	13	345	46	16	53	25	6	348
C. They match just a little of what I have learned.	22	1	20	2	40	1	20	1	20	346	12	8	62	15	15	346	12	9	44	36	11	342
D. There is no match.	13	0	0	1	33	0	0	2	67	332	9	0	20	50	30	335	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	23	1	20	2	40	1	20	1	20	343	32	26	43	23	9	350	39	25	48	20	7	350
B. good	45	2	20	7	70	0	0	1	10	348	51	13	55	23	9	346	46	14	52	27	7	347
C. fair	27	0	0	4	67	1	17	1	17	341	15	0	50	25	25	338	12	8	49	35	9	343
D. poor	5	0	0	0	0	0	0	1	100	322	2	0	50	0	50	337	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	23	1	20	2	40	0	0	2	40	338	19	5	67	14	14	345	17	7	41	35	17	340
B. about the same as my regular schoolwork	55	2	17	9	75	1	8	0	0	350	56	19	53	19	8	348	59	18	53	24	5	349
C. easier than my regular schoolwork	23	1	20	1	20	1	20	2	40	340	25	15	22	41	22	341	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	30	0	0	4	57	1	14	2	29	340	37	12	37	34	17	342	32	13	47	30	10	345
B. two or three days a week	48	3	27	7	64	1	9	0	0	349	35	26	55	13	5	352	30	20	52	23	5	349
C. two or three times each month	17	1	25	1	25	0	0	2	50	338	16	11	61	6	22	344	19	20	53	21	6	350
D. never or almost never	4	0	0	1	100	0	0	0	0	352	12	0	46	46	8	342	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	100	0	0	0	0	342	6	0	43	57	0	342	7	5	34	40	20	338
B. two or three days a week	26	0	0	4	67	1	17	1	17	338	10	0	45	27	27	335	18	15	50	27	8	346
C. two or three times each month	4	1	100	0	0	0	0	0	0	364	24	15	65	19	0	351	28	21	53	21	4	350
D. never or almost never	65	3	20	8	53	1	7	3	20	346	60	20	44	20	17	346	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	17	0	0	4	100	0	0	0	0	342	17	0	47	32	21	337	16	8	42	36	13	342
B. 30–45 minutes	43	3	30	5	50	1	10	1	10	350	29	19	59	16	6	349	30	14	53	26	7	347
C. 45–60 minutes	26	0	0	3	50	0	0	3	50	335	23	8	48	20	24	343	32	22	51	22	5	350
D. more than 60 minutes	13	1	33	1	33	1	33	0	0	350	32	26	43	29	3	349	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										30	0	0	33	67	319						
B.	0										30	0	33	33	33	337						
C.	0										20	0	50	0	50	337						
D.	0										20	0	50	50	0	341						